

Table 1. Phases I-IV of the Early Years Coping Project

	Publication	Sample	What we did	What we learned	Implications
Phase I	Deans, Frydenberg, & Tsurutani (2010)	20 4 to 5-year old inner-city Australian children (9 boys & 11 girls) & their parents.	<ul style="list-style-type: none"> ·Using ‘question-answer’ interview with children to identify coping responses ·Using online surveys with parents ·Matched parent’s understandings of their children’s coping responses to that of children’s. 	<ul style="list-style-type: none"> ·Coping strategies reported by children & their parents can be grouped into Active, Passive & Relational Coping. ·Children spontaneously provided more coping strategies than those listed in the parent survey. ·Children reported using more active coping than passive coping . ·Parents reported more passive coping compared to children. 	<ul style="list-style-type: none"> ·Children have the capacity to articulate their understandings of coping. · Children are capable to comprehend & talk about complex topics. ·Educators can draw on these capacities to further children’s social and emotional development.
Phase II	Chalmers, Frydenberg & Deans (2011)	46 4-year-old preschoolers attending an early learning centre in Melbourne, Australia.	<ul style="list-style-type: none"> ·Thematic analysis encoded children’s description of their coping strategies for 7 age-appropriate challenging situations on visual images. 	<ul style="list-style-type: none"> ·Coping strategies reported by children can be clearly clustered into <u>productive</u> & <u>non-productive</u> coping styles. ·Majority of children can articulate several of the productive coping skills that they can apply across few different challenging situations. ·Separation anxiety was found to be the most challenging situation for children to apply productive coping skills. 	<ul style="list-style-type: none"> ·Confirmed children are able to describe coping actions. ·Visual images may be used to engage children in coping discussions & coping-related activities.
Phase III	Frydenberg, E. & Deans (2011)	Parents (44 mothers & 22 fathers) & Teachers (4 females) of 46 of 4-year-old preschoolers attending an early learning centre in Melbourne.	<ul style="list-style-type: none"> ·Parents’ & teacher’s survey reports of children’s use of coping strategies ·Compared reports to examine cross-informant understandings of child coping. 	<ul style="list-style-type: none"> ·Different groupings of early childhood coping dimensions were found between the parents & teachers samples. ·Mothers reported more passive coping for their children than did the teachers which might be related to the differences in relationship & perspective. ·Fathers were more likely to rate their children worked hard at solving problems than did the mothers. 	<ul style="list-style-type: none"> ·Extended previous studies by illustrating the differences between parents’ & teachers’ perceptions of children’s coping. ·Parents & teachers can both contribute to creating environments that support productive coping in children.

Phase IV	16 parents (6 fathers + 10 mothers) of 4-year-old preschoolers attending an early learning centre in Melbourne, Australia.	<ul style="list-style-type: none">·Three sessions were conducted with parents:· Session 1: Coping theory & Parents were given a set of situation cards.·Session 2: Parents were given a set of coping cards.·Session 3: Parents provided feedback on the use of cards with their children.	<ul style="list-style-type: none">·Parents used the cards to engage their children in coping discussions.·Parents found it challenging to discuss negative topics/situations with their children.·Parents expressed greater concerns when negative events were brought up.·Children are able to remember & recount events that have affected them deeply.	<ul style="list-style-type: none">·Parent has a role in developing children's coping language.·Parents increased awareness of their own coping.·Possible to increase productive coping in a family context.· Possible to model positive coping for young children.·Scope for expanding preschoolers' repertoires of emotion words & coping strategies.
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